

WHAT IS ARCHAEOLOGY POWERPOINT GUIDE

ARCHAEOLOGY DEFINITION WORKSHEET

1. Paleontologists study dinosaurs. What do archaeologists study?

They study people of the past and their culture

2. When archaeologists excavate sites, they look for two types of information. One kind is saved to be closely studied; the other kind destroyed as archaeologists dig. What are these two types called?

Artifacts

Features

3. Archaeologists use different ways to look for sites. Name two of ways archaeologists look for sites.

Shovel tests, monitoring backhoes, satellites/maps, metal detecting, scuba diving

4. Archaeologists look for sites to learn about human cultures of the past. What is a site?

Any location where the physical evidence (artifacts) of past human activities exist.

5. List three tools archaeologists' use to excavate sites.

Trowel, ruler, shovel, compass, pencil, metal detector

6. Archaeologists look for stains in the soil to understand what happened in the past. What do archaeologists call these stains?

Feature

7. Objects created by the natural world are NOT artifacts. What are artifacts?

Objects made and/or used by people.

8. Artifacts can tell us what happened in the past and when it happened. How could finding a penny in a site help archaeologists understand the past?

Seeing the date on the penny would let you research the year it was made, it must have been deposited after this date. Knowing it was a penny (or a coin) would tell you that the culture paid for things with money.

1. Which artifact was found most often?

Nails

2. Which artifact do you think is the coolest? Why?

Based on the student's opinion. Judge based on explanation.

3. Which artifacts could tell you most about what people wore in the past? Why?

Buttons, the only clothing-related artifact

4. With your pencil, shade in the squares that have artifacts AND are next to squares with artifacts. What could this concentration of artifacts have been? What types of activities could have taken place? Use specific artifacts to explain your answer.

A house based on the nails, dishes, dolls and buttons. People could have eaten from the plate with the spoon and drank from the bottles, written with the pen dunked in the ink bottle, sewed buttons onto clothes.

5. You dig a hole at R9, C8. Draw an X on this box. You found nothing! Where would you try looking next? Why?

Closer to the other artifacts, because where there are some, maybe there are more.

CLASS DISCUSSION OF FINDING FREEDOM'S HOME

1. Six facts (examples)

- a. The Union Army won the Battle of Port Royal, forcing the Confederates off of Hilton Head
- b. Hilton Head becomes the Headquarters for the Union Army in South Carolina
- c. General Mitchel founded Mitchelville
- d. Several hundred houses were built
- e. The people of Mitchelville built their own houses and governed themselves
- f. Mitchelville was inhabited for around 20 years

2. Student Connections

- a. These may range from experiences moving to a new town, going to school or digging with a shovel

3. Archaeologist Questions

Minute 5:00

- a. Where were the houses and other buildings located
- b. Is the 1864 map a plan or what was actually built

Minute 7:00

- a. Did people still live in Mitchelville after the Union army left?
- b. How did they organize their homes and lives?
- c. What social and economic choices were they making?
- d. What did they buy with their new economic freedoms?

4. Student Questions (examples)

- a. Where did the people of Mitchelville go?
- b. What happened to the houses after people left?

5. How would an archaeologist answer these questions

- a. Excavate!
- b. Ask descendants (oral histories)
- c. Research historical documents

ARCHAEOLOGY OF MITCHELVILLE WORKSHEET

1. The United States Army defeated the Confederate Army during a battle on Hilton Head Island on November 7, 1861. What was the name of the battle?

Port Royal

2. After noticing the terrible conditions of the contraband (freedman) camp, a general called for the construction of Mitchelville. What was the general's name?

Ormsby Mitchel (General Mitchel)

3. Archaeologists excavated Mitchelville to answer questions about its history. What is one of these questions?

Minute 5:00

i. Where were the houses and other buildings located

ii. Is the 1864 map a plan or what was actually built

Minute 7:00

iii. Did people still live in Mitchelville after the Union army left?

iv. How did they organize their homes and lives?

v. What social and economic choices were they making?


vi. What did they buy with their new economic freedoms?

4. The archaeologist in the video discusses the importance of the inkwell as an artifact from Mitchelville. Why was this artifact important?

All of the children of Mitchelville were required to go to school.

IDENTIFY THE FOLLOWING ARTIFACTS FROM THE VIDEO:

5.  _____
Thimble

6.  _____
Spoon

7.  _____
Pen Tip

8.  _____
Inkwell

Each artifact can tell us something about the people of Mitchelville, bottles, spoons, plates and cups tell us what they were eating and who they were trading with, tobacco pipes tell us about their leisure activities, thimbles and safety pins tell us they were sewing, beads tell us about their personal style, ink wells and pen tips tell us about literacy and reading within the community, locks tell us people were able to keep their personal goods safe and locked away. Many of these are important because they contrast with the community's previous lives under slavery.

INVESTIGATING FEATURES CLASS ACTIVITY GUIDE

EXPLAIN TO THE CLASS:

The people of Mitchelville left behind many clues about their lives. Archaeologists learn about them by examining artifacts and features they find in the soil. Many items they used everyday decomposed overtime, like structures made of wood, clothing made of fabric and the remains of food they ate. Luckily, when these things decompose or are buried they leave stains, known as features, on the soil. Examine the following steps as an archaeologist and see what you can discover.

STEP 1.

Project and examine the photograph of the unknown feature as a class. Archaeologists uncovered this feature to answer their research question: What were the daily lives of the people of Mitchelville like? Discuss attributes of the feature.

EXPLAIN TO THE CLASS:

When archaeologists dig, they have to make educated guesses about the stains they see in the soil. When the feature first appears in the dirt, they have no way of knowing what will be revealed as they continue to dig. Pretend you are an archaeologist excavating Mitchelville. After digging for a while, you see this feature in the soil. Write three things this feature could have been, based on class experience.

Answers: A pond, a pool, a pit, etc.

STEP 2.

Archaeologists use their education and experience to figure out what the feature they've discovered represents. They compare the feature they see to previous features excavated or researched. **To help the class understand what this feature was, compare relative shape and size to the example features found on the Investigating Features Class Activity. Project the unknown feature, compare to example features. Students should mark an "X" next to attributes shared by the unknown and example features on their handout.**

SHARED ATTRIBUTES (MARKED WITH AN X)

A. ROOT CELLAR

People had to keep their food fresh before the invention of refrigeration. This root cellar is an example of one of the ways people stored their food. It was dug into the ground, and provided a cool, humid place to keep fruits, vegetables and other foods fresh for longer. This feature is most likely a root cellar.

depth
size
shape
soil color X

B. POST HOLE

When constructing a house, it's important to make sure it is attached to the ground. Posts are one way of building a strong foundation. These long, square pieces of wood are buried in the ground and walls, floors and roofs are attached to them. When the post in the ground rots, it leaves behind a dark, slightly square stain in the soil. Archaeologists interpreted this feature as a post hole.

- depth
- size
- shape
- soil color

C. BARREL WELL

This feature is a barrel well. The people of Mitchelville needed easy access to fresh water. They would dig a deep hole until they hit water, then place a wooden barrel into the hole to stop the soft sand from filling the hole back up. This type of well is called a barrel well. It probably provided water for an individual family.

- depth X
- size X
- shape X
- soil color X

D. TRASH PIT

This image shows a feature archaeologists identified as a trash pit. A trash pit is a hole that people dug to throw their household garbage away. They didn't have garbage pickup at Mitchelville!

- depth
- size
- shape X
- soil color X

E. MODERN WELL

Archaeologists identified this feature as a modern (after 1950) well. When the well stopped producing water, or people moved away, it was filled with trash. In this case, that included an air conditioner!

- depth
- size X
- shape X
- soil color

STEP 3.

Compare your lists of similar attributes. Which example feature shares the most attributes with the unknown feature? What is the unknown feature? Use shared attributes to draw your conclusion.

The feature is a Barrel well, they share:

Depth X

size X

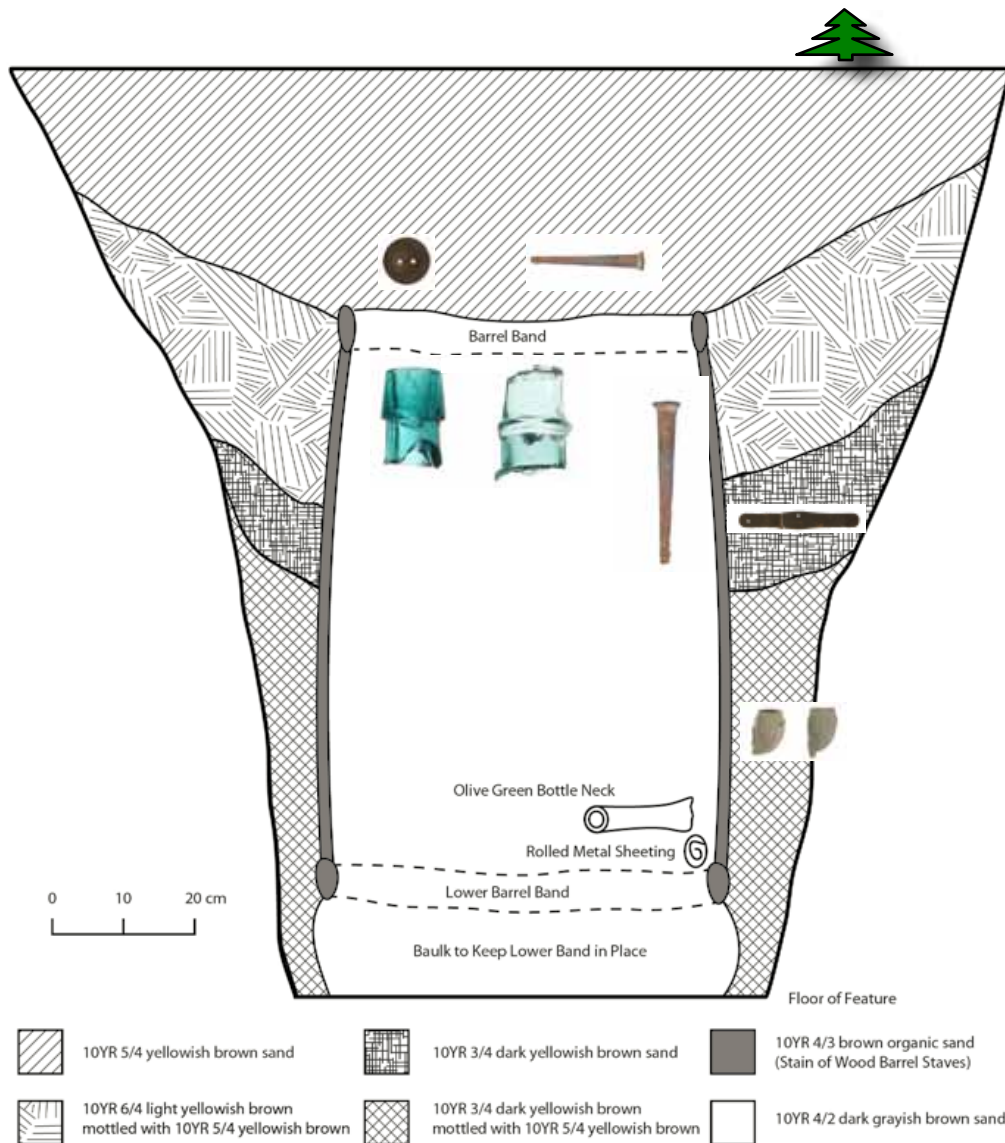
shape X

soil color X

FEATURES EXCAVATION WORKSHEET

Step 1, Step 2, Step 3. Example of a Feature Drawing, with a tree at the surface level and artifacts placed.

Step 4. Answer the following questions based on the drawing of the barrel well feature:



a. Measure from the ground to the bottom of the barrel well. How deep is the feature?

120 centimeters below the surface

b. Measure from the left side to the right side of the feature at the widest point. How wide is the feature?

130 centimeters

c. At what depth does soil level 3 start, measuring from the highest point?

45 centimeters below the surface

d. If an artifact is found 10 centimeters below the ground, what soil level is it in?

Soil level 1

e. How many levels of soil are found INSIDE the barrel well?

One

f. What was the first artifact to fall into the barrel well?

The first one to fall in is the one closest to the bottom: Cut nail

g. What was the last artifact to be buried outside the well?

The artifact buried the deepest was buried first: White clay pipes

Step 5. Draw conclusions

a. All of the artifacts found in the feature are made from materials that do not decay easily. List three objects that could have fallen into the well, and not survived.

Anything organic- food, clothes, blankets, shoes

b. From the tobacco pipes we learn that the people of Mitchelville smoked tobacco and either grew it or purchased it. What could we learn from the iron button?

People wore buttons on their clothes, someone made them , bought them or traded for them.

c. Archaeologists excavate sites to answer questions about the people of the past. At Mitchelville, archaeologists wondered where the houses were located. When they dug, they looked for artifacts like nails, window glass or other building materials to help them understand where the houses were built. Develop your own research question: What do you want to know about Mitchelville? How would you try to answer your question? What evidence would you look for? Are there any artifact that could help you find an answer?

Research question: Anything relating to the lives of the people of Mitchelville. To answer the question: Excavate! What evidence would you look for? Any physical objects or features that would be created during the activity in the research question. Artifacts? Any specific objects used during the activity in the research question.

LET'S SORT ARTIFACTS!

Cut the artifact pieces apart. There are nine artifact cards per sheet.

Divide students into groups and randomly distribute artifact cards between the groups.

Instruct students to categorize the artifacts into groups based on characteristics like:

- Color
- Material
- Use

Each group should select which attribute they think is best to group their artifacts. Have the class discuss or present their findings.

Instruct the class to develop questions that could be answered based on their sorted category. For example:

Sorted by color:

- What kinds of objects were available?
- What kind of technology existed?
- What were the fashionable trends of the time?

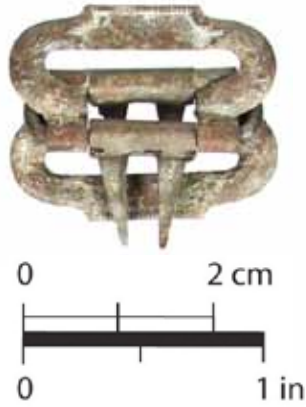
Sorted by material:

- What kind of objects were available?
- What kind of technology existed?
- How old are the artifacts?
- Was the object homemade or machine made?

Sorted by use:

- What were people doing in the past?
- What kind of jobs did people have?
- Where did they get their food?
- What did they do for fun?
- How did they live?

ARTIFACT ANALYSIS WORKSHEET



1. Physical Qualities

a. Identify the material of the artifact

i. Medicine Bottle

Glass

ii. Lock

Metal

iii. Decorated plate

Ceramic

b. What are the dimensions of the artifact? Write it as Height x Width (ex: 2in x 4 in)

i. Belt buckle

1in x 1 in

ii. Lock

3 in x 2 in

iii. Ink well

2.5 in x 3 in

c. Describe the texture of the artifact:

i. Medicine Bottle

Smooth

ii. Lock

Bumpy

iii. Doll head
Smooth with bumps

d. Is it a whole artifact or is it part of a larger object?

i. Belt Buckle
whole (or part of a belt)

ii. Ink well
whole

iii. Doll head
part of a larger object

2. Object Uses

a. What was the artifact used for?

i. Medicine Bottle
storing medicine

ii. Lock
securing things (probably a box or chest)

iii. Decorated plate
eating food

b. Who at Mitchelville would have used it?

i. Medicine Bottle
anyone sick

ii. Doll head
children

iii. Ink well
someone who was writing

c. Where would they have used it?

i. Medicine Bottle
in their house

ii. Ink well
in their house, at school, at work

iii. Decorated plate
in their kitchen

3. The life of artifacts

Artifacts are useful object for a long time before they get dropped or thrown away and become buried artifacts. Which artifact would you have thrown away? Which object would you have looked for if you lost it?

Based on personal opinion

4. What can we learn from the artifact?

a. The writing technology has improved since Mitchelville. What do you use to write instead of an inkwell?

Pen, pencil or computer

b. Clothing fashions change over time. What can the belt buckle tell you about the clothes the people of Mitchelville wore?

People wore belts, maybe they didn't have buttons or zippers or it was just fashionable.

c. What can the doll head tell you about the lives of the children at Mitchelville?

They had toys.

Artifact	Number of Artifacts	Percentage of the Whole	Manufacture Date Range
Ceramic dishes	15	8.72%	1820-present
White clay tobacco pipes	12	6.98%	1600-1900
Bottle Glass	35	20.35%	1800-1900
Animal teeth	31	18.02%	unknown
Animal bone	6	3.49%	unknown
Nails	64	37.21%	1790- present
Porcelain Button	5	2.91%	1840-1950
Spoon Fragment	1	0.58%	1650-1860
Iron Button	2	1.16%	1700-1920
Pocket knife	1	0.58%	unknown
Total Artifact Count	172	100.00%	

ANSWER THE FOLLOWING QUESTIONS BASED ON THE ARTIFACT CHART:

a. Which artifact did archaeologists find the most?

Nails

b. Which artifacts did archaeologists find the least?

Spoon and pocket knife

c. In what room of a house would you expect to find: ceramic dishes, bottle glass, animal bones and the spoon fragment?

Kitchen

d. What percentage of the artifacts were animal teeth?

18.02

e. When were white clay tobacco pipes manufactured?

1600-1900

f. Which artifact was manufactured for the shortest time?

Bottle glass